

## SULLIVANS ISLAND ELEMENTARY

2015 I'on Avenue  
Sullivan's Island, South Carolina 29482

**GRADES** K-5 Elementary School

**ENROLLMENT** 391 Students

**PRINCIPAL** Steve Fordham 843-883-3118

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	0	0	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

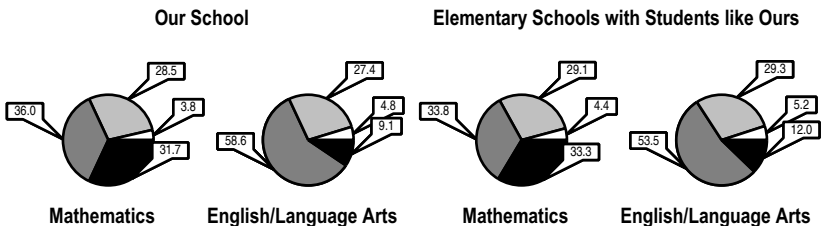
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




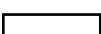
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	19	61	32
Percent satisfied with learning environment	100.0%	93.4%	96.9%
Percent satisfied with social and physical environment	94.7%	90.2%	96.9%
Percent satisfied with home-school relations	100.0%	93.4%	87.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	194	100.0	4.8	27.4	58.6	9.1	67.7	17.6
Gender								
Male	106	100.0	6.0	31.0	54.0	9.0	63.0	17.6
Female	88	100.0	3.5	23.3	64.0	9.3	73.3	17.6
Racial/Ethnic Group								
White	189	100.0	4.4	27.6	58.6	9.4	68.0	17.6
African-American	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	175	100.0	2.9	25.9	61.2	10.0	71.2	17.6
Disabled	19	100.0	25.0	43.8	31.3	N/A	31.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	194	100.0	4.8	27.4	58.6	9.1	67.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	194	100.0	4.8	27.4	58.6	9.1	67.7	17.6
Socio-Economic Status								
Subsidized meals	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Full-pay meals	189	100.0	4.9	26.8	59.0	9.3	68.3	17.6

Mathematics								
All students	194	100.0	3.8	28.5	36.0	31.7	67.7	15.5
Gender								
Male	106	100.0	1.0	30.0	38.0	31.0	69.0	15.5
Female	88	100.0	7.0	26.7	33.7	32.6	66.3	15.5
Racial/Ethnic Group								
White	189	100.0	3.3	28.7	35.9	32.0	68.0	15.5
African-American	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	175	100.0	1.8	27.6	37.1	33.5	70.6	15.5
Disabled	19	100.0	25.0	37.5	25.0	12.5	37.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	194	100.0	3.8	28.5	36.0	31.7	67.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	194	100.0	3.8	28.5	36.0	31.7	67.7	15.5
Socio-Economic Status								
Subsidized meals	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Full-pay meals	189	100.0	3.3	28.4	36.1	32.2	68.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	65	N/A	N/A	23.1	63.1	13.8	76.9
	Grade 4	68	N/A	5.9	29.4	58.8	5.9	64.7
	Grade 5	50	N/A	2.0	24.0	68.0	6.0	74.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	1.6	11.5	65.6	21.3	86.9
	Grade 4	67	100.0	6.3	28.6	61.9	3.2	65.1
	Grade 5	64	100.0	6.5	41.9	48.4	3.2	51.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	65	N/A	4.6	47.7	27.7	20.0	47.7
	Grade 4	68	N/A	2.9	23.5	35.3	38.2	73.5
	Grade 5	50	N/A	2.0	16.0	22.0	60.0	82.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	3.3	23.0	39.3	34.4	73.8
	Grade 4	67	100.0	6.3	39.7	31.7	22.2	54.0
	Grade 5	64	100.0	1.6	22.6	37.1	38.7	75.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 391)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	0.9%	2.4%
Attendance rate	95.5%	Down from 96.5%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	47.8%	Up from 42.5%	48.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.6%	Up from 4.3%	5.8%	8.0%
Older than usual for grade	6.4%	Up from 0.8%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	63.0%	Up from 57.7%	60.7%	50.0%
Continuing contract teachers	88.9%	Up from 88.5%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.9%	Down from 93.3%	90.8%	86.2%
Teacher attendance rate	94.2%	Down from 95.0%	94.8%	95.3%
Average teacher salary	\$43,636	Down 0.9%	\$43,636	\$39,909
Prof. development days/teacher	12.3 days	Up from 10.7 days	11.0 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	2.0	4.0
Student-teacher ratio	19.7 to 1	Up from 18.5 to 1	21.1 to 1	18.9 to 1
Prime instructional time	87.2%	Down from 89.8%	90.3%	89.7%
Dollars spent per pupil*	\$5,708	Up 5.5%	\$6,048	\$5,892
Percent spent on teacher salaries*	72.7%	Up from 71.3%	69.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 98.7%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This Annual Report Card is being written in an effort to provide parents, students and community members with descriptive information about our school. Some of the data are presented in terms of standardized test scores, while other data obtained from surveys are more subjective in nature.

Our school joined the Accelerated Schools Project during the 1996-97 school year. The initial stage of this school-restructuring project was to collaboratively create a shared Vision Statement. The end product of this endeavor provided us with a clear direction for our school.

The next step in the process was to take stock of where our school was in terms of our identified Vision Statement. Utilizing surveys, test data, and interviews, specific action steps were developed to address targeted priority needs. For the past four years, we have been utilizing educational best practices research, school site visits, as well as other resources, to implement interventions targeting priority areas.

Staff members are implementing State Curriculum Standards in all subject areas. Staff Development activities have focused on the instructional delivery and assessment of these Standards. English Language Arts was the main area of focus this year for external and internal staff development, while Math, Science, and Social Studies were addressed internally through our Cadre' study teams.

An in-school Tutorial Program was initiated this year to afford struggling students extra instructional time on specific Standards as needed. Our goal is to leave NO child behind.

I am please to report that Sullivan's Island Elementary School has achieved an Excellent Rating by the State Department of Education. Three teachers on our staff have received National Board Certification. In addition, for the fourth year in a row, our school has been recognized by the Community of Readers for outstanding reading programs.

Should you have any questions regarding any of the contents of this report, please do not hesitate to contact any School Improvement Council member or me.

Doug Gepford, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.